

# **THEATRE**

## **Grade K**

### **Standard 1.0 Script Writing**

Students will create scripts through planning and recording improvisations based on personal experience and heritage, imagination, literature and history.

#### **Learning Expectations**

The student will

- 1.1 Experience the process of scene development.
- 1.2 Participate in scene development by exploring story sequence.
- 1.3 Use realistic and fantasy scenarios in guided dramatic play.

#### **Performance Indicators: Evidence Standard is Met**

The student is able to

##### **Level 1**

- Identify who, what and where in dramatic activities.
- Identify the beginning and the end of a story.
- Imitate character dialogue in real and fantasy scenarios.

##### **Level 2**

- Identify who, what, when and where in dramatic activities.
- Identify the beginning and the end of a given plot.
- Imitate, through dialogue, character traits of family/friends or fantasy characters.

##### **Level 3**

- Identify who, what, when, where and why in dramatic activities.
- Identify the beginning, middle and end of a given plot.
- Improvise, through dialogue, a character based on family/friends or fantasy characters.

#### **Sample Performance Task**

Teacher and students will create a holiday story. Use any popular holiday with which the students may be familiar. Students will tell the story of the Easter Bunny, for example.

Teacher will ask questions to get the students started.

Who will be in the story besides the Easter Bunny? (character)

Where will the Easter Bunny go? (setting)

What will he do when he gets there? (plot)

Teacher will write the story on the board as students dictate. Change or rephrase and simplify as necessary. Let the students dramatize the story. To involve more students have several students tell parts of the story while others dramatize.

Assessment: Teacher will evaluate the way the elements of the story flow into a structured story (beginning, middle, end).

LE 1.2 and 1.3

### **Integration/Linkages**

Language Arts, Social Studies, Develop Creativity

### **Standard 2.0 Character Acting**

Students will develop basic acting skills by assuming roles and interacting in improvisation.

### **Learning Expectations**

The student will

- 2.1 Experiment with sensory and emotional experiences to create a character.
- 2.2 Use imagination to recreate a character.
- 2.3 Practice improvisational skills to create characters.
- 2.4 Develop awareness of movement as a means of expression.
- 2.5 Develop awareness of the voice as a means of expression.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

#### **Level 1**

- Explore a character utilizing a given emotional experience.
- Use imagination to recreate a character's facial expressions.
- Use imitation to develop improvisational skills for character development.
- Recognize movement as a means to express various character traits.
- Recognize the voice as a means to express various characters.

#### **Level 2**

- Explore a character utilizing a given sensory or emotional experience.
- Use imagination to recreate a character's facial expressions and movements.
- Practice improvisational skills to develop given character traits.
- Practice using movement to express various character traits.
- Practice using the voice to express various characters.

### Level 3

- Create a character utilizing a given sensory or emotional experience.
- Use imagination to recreate a character's feelings and movements.
- Explore improvisational skills to develop given character traits.
- Utilize movement to express selected feelings in theatre exercises.
- Utilize vocal techniques to express selected feelings in theatre exercises.

### Sample Performance Task

The teacher will demonstrate the use of different vocal pitches by saying “Good day, students” using high, medium, and low pitches and having students answer each time with “Good day, teacher,” imitating each of the three pitches. Then the teacher will tell the story of "The Three Bears," using different voices for each character. The teacher will plan a classroom dramatization with the students, setting up simple props and scenery (three bowls on a table, three chairs, and three nap mats or towels). Have students sit in four lines: the Papa Bears, the Mama Bears, the Baby Bears, and the Goldilocks. Each line of students will take turns playing the roles of the four characters in different scenes of the story. Invite the first set of students to come up and play out a scene of the story. When they have had a turn saying a set of lines, they go to the back of their character lines to await another turn. The next set of students comes up as the story dictates. As the story is played out, the teacher narrates, and the students imitate the dialogue using high, medium, and low pitched voices. Replay the story as time permits. Then ask the students: “What kinds of voices did you hear people use? How did the different voices express the different characters?”

Assessment: The teacher will observe and listen to the students as they take their turns playing scenes in the story and answering the evaluation questions at the end.

#### LE 2.5

[Note: This performance task may be expanded to include all 5 learning expectations. For example, you may explore questions such as: “How does food feel when it’s too hot? How does Baby Bear feel when he finds his chair broken?” (LE 2.1) or “Show how you think each character would move.” (LE 2.4)]

### Integration/Linkages

Language Arts, Creative Movement, Music, Social Studies, Science, Visual Art

### Standard 3.0 Scene Design

Students will design by visualizing and arranging environments for classroom dramatizations.

### Learning Expectations

The student will

- 3.1 Discover various visual elements and aural qualities in dramatic activities.
- 3.2 Develop awareness of design elements needed for dramatic activities.
- 3.3 Practice safe use of costumes, properties and scenery for dramatic activities.

**Performance Indicators: Evidence Standard is Met**

The student is able to

**Level 1**

- Explore various visual elements and aural qualities in dramatic activities.
- Name selected design elements, such as costumes, properties and scenery.
- Develop awareness of safe use of costumes, properties and scenery for dramatic activities.

**Level 2**

- Recognize various visual elements and aural qualities used in dramatic activities.
- Name design elements used in specified dramatic activities.
- Develop awareness and practice safe use of costumes, properties and scenery for dramatic activities.

**Level 3**

- Recognize the functions of visual elements and aural qualities in dramatic activities.
- Recognize design elements needed for specified dramatic activities.
- Select and practice safe use of costumes, properties and scenery for dramatic activities.

**Sample Performance Task**

Using imagination, along with classroom furniture and materials, students will arrange a setting for play acting and role play.

Assessment: Assessment is based on creative use of materials.

LE 3.2 and 3.3

**Integration/Linkages**

Language Arts, Visual Art, Music, Health and Wellness

**Standard 4.0 Theatrical Presentation**

Students will compare and connect art forms by describing theatre, dramatic media (such as film, television, and electronic media) and other art forms.

## **Learning Expectations**

The student will

- 4.1 Recognize other art forms used in theatre.
- 4.2 Utilize other art forms in dramatic activities.
- 4.3 Recognize the role of the audience and demonstrate appropriate audience etiquette.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### **Level 1**

- Observe the use of other art forms in dramatic activities.
- Recognize other art forms in dramatic activities.
- Recognize and practice appropriate audience etiquette.

### **Level 2**

- Explore other art forms used in theatre.
- Utilize a selected element of one other art form in a dramatic activity.
- Demonstrate appropriate audience etiquette.

### **Level 3**

- Discuss ways in which other art forms are used in theatre.
- Utilize selected elements of one other art form in a dramatic activity.
- Evaluate appropriate audience etiquette.

## **Sample Performance Task**

Discuss the rules of audience etiquette with the class. Make a list to display in the room. Students will attend a teacher-selected live performance. After attending the performance, students will rate the way they behaved verbally while teacher keeps a written record using 1=poor, 2=good, 3=very good. Teacher will make a check off list for each student. Teacher will calculate and give an overall rating for the class. Class will discuss how to improve the student rating of 1=poor. If attending a live performance is not possible, an in-class dramatic play activity may be used instead. One group will perform while another group is the audience. Then reverse roles. Rate audience behavior as described above.

Assessment: Assess the overall class rating as 1=poor, 2=good, or 3=very good.

LE 4.3

## **Integration/Linkages**

Music, Visual Art, Dance, Language Arts, Social Skills

## **Standard 5.0 Scene Comprehension**

Students will analyze and explain personal preferences and construct meanings from classroom dramatizations, theatre, film, and multimedia productions.

### **Learning Expectations**

The student will

5.1 Experience creative drama, formal theatre, film and/or television.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

Level 1

- Observe creative drama and formal theatre, film and/or television.

Level 2

- Participate in creative drama and experience formal theatre, film and/or television.

Level 3

- Respond to creative drama, formal theatre, film and/or television.

### **Sample Performance Task**

The teacher will take students to see an age-appropriate live theatrical production or bring a production to the school. After the play, the teacher will discuss the play with the students, prompting them to retell the story in their own words and then asking the students to share with each other what they liked and didn't like about the production.

Assessment: Each student will draw a picture of his/her favorite part of the production. As students complete their work, the teacher will ask each student to describe what is happening in the picture. The teacher may even write down a dictated sentence at the bottom of the picture, completing a sentence such as "This is the part where . . . ."

LE 5.1

### **Integration/Linkages**

Language Arts, Visual Art, Music

## **Standard 6.0 Context**

Students will understand cultural context by recognizing the role of theatre, film, television and electronic media in daily life.

## **Learning Expectations**

The student will

- 6.1 Explore similarities and differences between real life and theatre, television and multimedia.
- 6.2 Develop an awareness of real life experiences and fantasy through guided dramatic play.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

Level 1

- Observe similarities and differences between real life and theatre, television and multimedia.
- Explore real life experiences and fantasy situations through guided dramatic play.

Level 2

- Investigate similarities and differences between real life and theatre, television and multimedia.
- Enact real life experiences and fantasy situations in guided dramatic play.

Level 3

- Name similarities and differences between real life and theatre, television and multimedia.
- Distinguish between real life scenarios and fantasy situations in guided dramatic play.

## **Sample Performance Task**

Students will watch an episode of “Sesame Street” and list which characters are people and which are muppets.

Assessment: Teacher will evaluate the responses and guide classroom discussion.

LE 6.1

## **Integration/Linkages**

Language Arts, Social Studies